Elmore County Public Schools
Department of Middle School Education

Problem Solving Team Manual

Every Student Empowered, Every Student Succeeds!

Mr. Richard Dennis, Superintendent
Mrs. Ayena Jackson, Director of Middle School Education

Problem Solving Team Vision
The Problem Solving Team's goal is to provide students and teachers with intervention strategies to increase student achievement.

Problem Solving Team Mission
The Problem Solving Team's mission is to provide instructional support for all students in the general education classrooms.
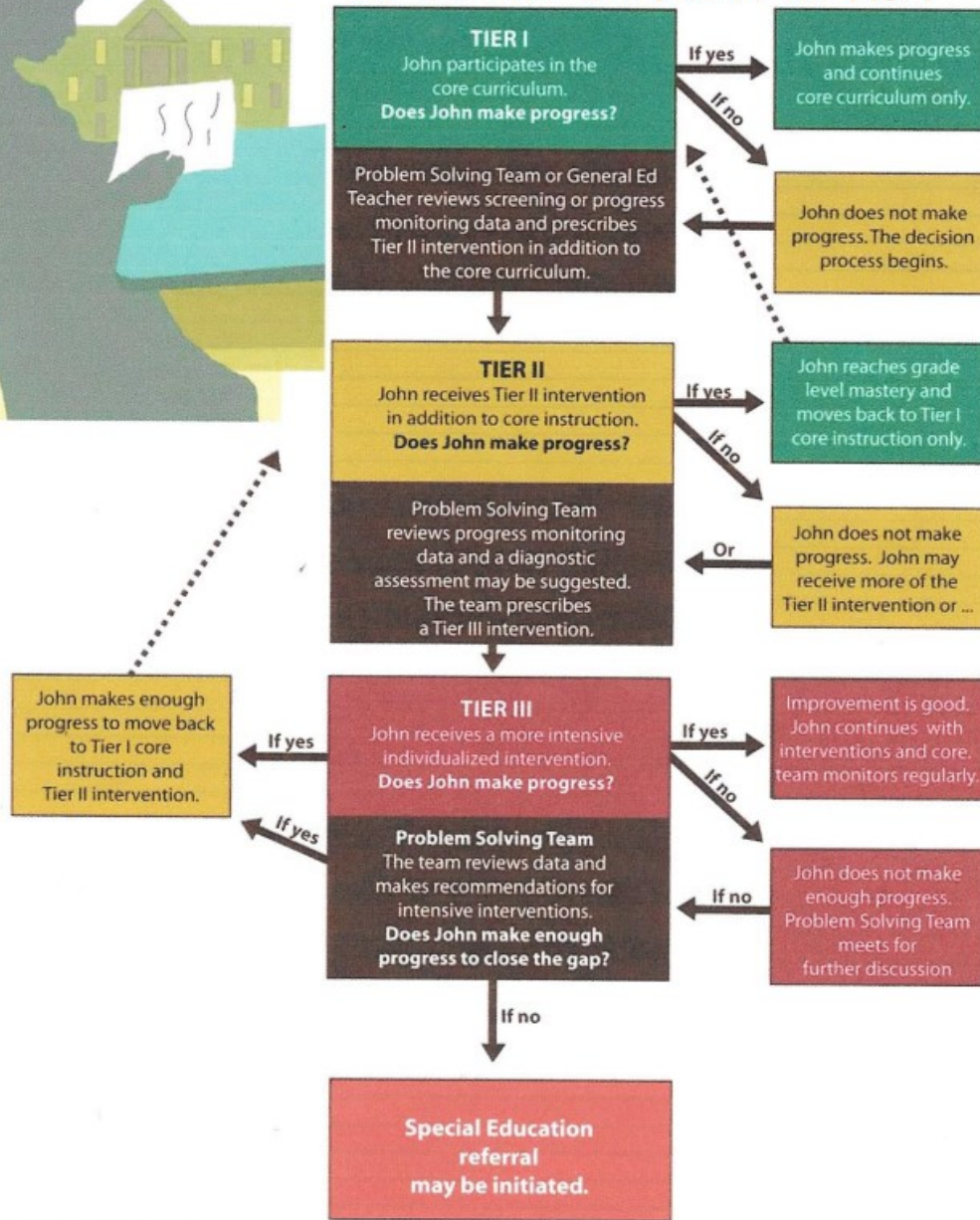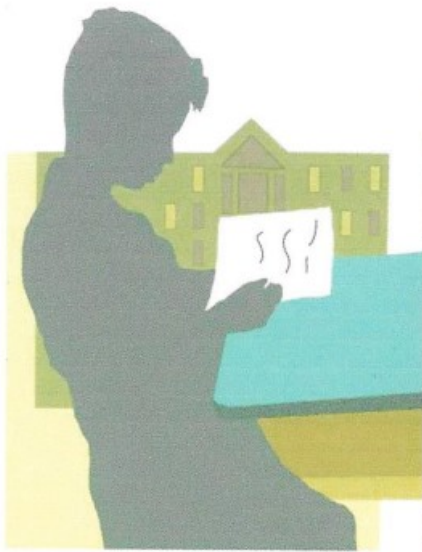
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Middle School PST Chairpersons

Shemekia Cooper	Wetumpka Middle School Administrative Assistant
Pam Craft	Millbrook Middle School 5-6 Counselor
La'Tresia Robinson	Eclectic Middle School Assistant Principal
Spencer Wade	Millbrook Middle School Administrative Assistant
Melissa Ward	Holtville Middle School Special Education Teacher
Roman Zeigler	Wetumpka Middle School Assistant Principal

Using Data to Focus on Instruction

TIER I
John participates in the core curriculum.
Does John make progress?

If yes → John makes progress and continues core curriculum only.

If no →

John does not make progress. The decision process begins.

Problem Solving Team or General Ed Teacher reviews screening or progress monitoring data and prescribes Tier II intervention in addition to the core curriculum.

TIER II
John receives Tier II intervention in addition to core instruction.
Does John make progress?

If yes → John reaches grade level mastery and moves back to Tier I core instruction only.

If no →

Or → John does not make progress. John may receive more of the Tier II intervention or ...

Problem Solving Team reviews progress monitoring data and a diagnostic assessment may be suggested. The team prescribes a Tier III intervention.

John makes enough progress to move back to Tier I core instruction and Tier II intervention.

TIER III
John receives a more intensive individualized intervention.
Does John make progress?

If yes ←

If yes → Improvement is good. John continues with interventions and core. team monitors regularly.

If no →

Problem Solving Team
The team reviews data and makes recommendations for intensive interventions.
Does John make enough progress to close the gap?

If no → John does not make enough progress. Problem Solving Team meets for further discussion

If no ↓

Special Education referral may be initiated.

<p style="text-align:center">The Core Principles of Response to Instruction and the Characteristics of Tiered Instruction</p>
<p style="text-align:center">(Taken from the Alabama Department of Education Response to Instruction Manual)</p>

RtI integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of RtI, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the student's response. Response to Instruction done well at the classroom level will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, RtI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

The following identifies core principles of RtI:

• Students receive high-quality, research-based instruction by qualified staff in their general education setting.
• Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
• Movement between tiers should be guided by a data-driven decision-making process.
• Universal screening and progress monitoring are the basis for instructional decisions.

Tier 1
Tier I instructional content is a research-based instructional practice based on the Alabama Course of Study for each specific content area and should include assessments of all students to identify the need for intervention and ongoing progress monitoring. Ongoing professional development should equip teachers with necessary tools to ensure that students receive quality instruction. Instruction should include modeling, multiple examples, corrective feedback, and multiple opportunities for student practice. **Tier I (or core) instruction is present at all three levels of the tiered model.** Maximize instruction by offering each student more of the following: • Repeated opportunities for practice and review. • Additional opportunities for correction and feedback. • Increased time on task, engaged in instruction and practice. • Drill repetition and/or practice review.
Curriculum and Instruction
Tier I instruction is designed for all students. This core instruction is delivered by the general education teacher and should meet the needs of at least 80 percent of the students. All students should receive high quality research-based instruction that is delivered with fidelity utilizing a curriculum that is viable, rigorous, and standards driven. Tier I instruction should also include universal supports that are available to all students in both academics and behavior. Teachers should routinely use a variety of supports as soon as a student begins to struggle in their classroom. Strategies should include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations. Standards recovery is encouraged at Tier I.
Assessment
Assessment should include universal screenings and progress monitoring. Schools should have a process for reviewing all students' progress through central office level and building level universal screening tools. STAR 360 assessments are administered to students in grades 5-8 to determine their level of mastery of grade level standards. Screening measures should provide an initial indication (baseline data) of which students are entering the school year at risk of academic difficulties because they lack the development of critical academic and/or behavioral skills as well as students who have exceeded benchmarks and need more challenging curricula. This baseline data is the best indicator of that student's level of performance at the beginning of progress monitoring. Information gathered from these screening tools will allow teachers to differentiate their instruction based on what students already know and can do. Once the baseline has been established schools should progress monitor and provide a structure for reviewing and discussing screening and progress monitoring data so that effective adjustments to instruction can be made.

Tier II
Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening and should be monitored regularly. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice. **Tier II intervention can take place inside or outside of the general education classroom. Remember, Tier II intervention is not a place. It is a service that is provided to students needing additional support in the core instruction.**

Curriculum and Instruction

Tier II intervention is explicit, systematic, and aligned with Tier I instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by assessment data. Tier II instruction for enrichment should contain sufficient depth, breadth, and complexity to increase individual student skills and concept formation. Standards recovery is encouraged at Tier II.

Teacher can maximize instruction by offering each student more of the following:
• Opportunities for practice and review.
• Opportunities for correction and feedback.
• Time on task, engaged in instruction and practice.
• Drill repetition and/or practice review.
• Opportunities for completing tasks in smaller steps.

Tier II instruction has a two-fold purpose:
• To remediate skill or concept deficits of students who are not making adequate academic gains or have mild or moderate difficulties in the area of social competence.
• To enrich and enhance the education of students who have demonstrated proficiency in the benchmarks of the standards for a given discipline.

Assessment

Assessments should be more focused, diagnostic in nature, and should be based on specific skill needs. Results should lead directly to intervention services. Once an intervention is in place response to the intervention should be monitored regularly (i.e., bi-weekly or weekly). When selecting assessments at the Tier II level, the focus should be on identifying the specific skills that need work and how to best meet specific academic or behavioral needs. Discussion of student progress in Tier II should take place formally in team meetings as well as informally between the general education teacher and interventionist or specialized teacher.

Tier III

Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. These interventions should be provided by a specialized teacher who is highly skilled in the area of weakness. Materials and strategies should be specialized research or evidence-based interventions based on the needs of the students who will receive the intervention. Instruction should include more opportunities for modeling, providing multiple examples and a wider range of examples, corrective feedback, etc.

Tier III interventions should be provided by a specialized teacher/counselor or special education teacher who is highly skilled in the particular area of weakness. Tier III interventions usually take place outside the general education classroom (could be before or after school).

Key features:
• Usually involve interventions that are individually tailored to meet the student's learning needs.
• Often reserved for more persistent and atypical problems that might not be resolved by standard interventions.
• Requires analysis of the environmental/instructional conditions and skill deficits.

Grouping:
Grouping practices involve placing students in groups of two to three according to the skill deficit or one-on-one if needs are severe. Grouping should be flexible, based on student needs.
Intensity of instruction is increased by increasing the amount of time provided to the student per day and decreasing the group size.

Curriculum and Instruction

Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. A decision to move a student to Tier III interventions is determined by a problem-solving team after several documented individualized interventions in Tier II have resulted in limited progress (i.e., achievement gap between student's progress and expected benchmark remains significant). The interventions in Tier III are skill specific and should be delivered by someone highly skilled in that area. The interventions should increase in intensity and require smaller groupings for instruction. The specific nature of the intervention is based on progress monitoring data and/or diagnostic assessment information. These interventions are more likely to occur outside the general education classroom and will require curriculum strategies that focus on accelerating learning.

Assessment

The frequency of assessment should increase in Tier III. There is an extreme sense of urgency; therefore, the response to the intervention should be monitored more frequently. Diagnostic assessments should be given to provide a comprehensive look at the student's strengths and areas of need. Assessments should provide specific information on how to meet the student's instructional needs. Communicating and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, Decisions regarding Tier III intervention services are determined by a problem-solving team and should be based on diagnostic assessments and progress monitoring. Plans should be made by the team to review student progress on a regular basis in order to make timely instructional decisions. When teams are discussing prescriptive interventions at Tier III, they should consider a reasonable target for the student within a specified period of time to implement the intense services. If the student is successful with the intervention and demonstrates sufficient progress the team may consider whether the student is able to move to Tier I or Tier II. If the student does not make sufficient progress in Tier III, the team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

Tier I: (Classroom Teacher and Grade Level PST) The teacher will provide ALL students with research-based core instruction in whole and small group settings, using Best Practice methods, aligned with CCRS Standards. For struggling students, the PST process should begin within the first 3 weeks. (See PBS Manual for behavior intervention strategies).		
The Teacher should:		
Actions	**Timeframe**	**Required Forms**
Identify and monitor struggling students and begin gathering/maintaining evidence of academic strugglers.	Within first 3-weeks and ongoing throughout the 9 weeks	MARS Form A PST Plan Form B Parent Letter
Contact parent/guardian with concerns about student. This can be done by letter, email, or phone call.		
Complete Monitoring At-Risk Students (**MARS**) form and PST Plan.		
Attend Grade Level Team meetings and discuss students on MARS form monthly.		
Provide PST with evidence and comprehensive progress report for each student referred.		
The Grade Level PST should:		
Actions	**Timeframe**	**Required Forms**
Discuss MARS form submitted by teachers.	Every three weeks	MARS Form A PST Plan Form B
Determine major struggling factor (behavior, attendance, academic level) and document on MARS form.		
Categorize students by area of weakness and submit names to appropriate follow-up teams: o Behavior issues to PBS team o Attendance issues to designated attendance team o Academic issues to PST team		
If the student does not demonstrate success by performing at a mastery level of 65% or higher on classroom assessments and quarterly averages, go to Tier 2.		
Each school is responsible for determining the best organizational method for their PST subgroups.		

Tier II: School Wide-Problem Solving Team (PST)
The teacher and the GLT have identified struggling students and completed FORM A.

The teacher should:		

Actions	**Timeframe**	**Required Forms**
Continue providing differentiated instruction for PST students for at least 3 weeks. (small group, peer tutoring, individual assistance, etc.)	Every three weeks	MARS Form A PST Plan Form B Progress Report
Implement and document at least one intervention strategy suggested by PST using the MARS form and the PST Plan Form.		
Progress Monitor (PM) students using STAR tests, formative assessments, etc.		
Continue to communicate with parents, and document using the MARS form and PST Plan.		
If the student is successful, continue with Tier II.		

The School-Wide PST should:		

Actions	**Timeframe**	**Required Forms**
Review evidence folder as provided by classroom teacher and meet with referring classroom teachers.	Every three weeks	MARS (Form A) PST Plan (Form B)
Collaborate with Grade Level Team, PST and/or other stakeholders (student, parent, etc.) for additional intervention strategies to help the student.		
Suggest intervention strategies to be implemented and share with classroom teachers. (examples provided on FORM C)		**Optional Forms**
Maintain an evidence folder/binder (current grades, attendance, graded work, progress monitoring assessments, and all Tier I and Tier II documentation.		Form C
If the student is successful, continue with Grade Level PST. If the student does not show progress, move to Tier 3.		

Vision and hearing screenings will be conducted by school personnel when students are moved to Tier III.

Tier III: School Wide-Problem Solving Team (PST) Intensive, one-on-one, sustained, regularly scheduled intervention.		
After 3 weeks have passed, the teacher will do the following:		
Actions	**Timeframe**	**Required Forms**
Focus on at least one research-based intervention strategy and implement the strategy with fidelity.	3-week cycles	MARS Form A PST Plan Form B
Document student progress (STAR Reports, Progress Reports, IXL, etc,)		
Provide prescriptive interventions by the best means available based on the resources within your school.		
Utilize intervention resources such as: • 1-on-1 Tutoring • Intervention Classes • Performance Series • IXL		
Continue to document communication with parents using the MARS form and PST Plan.		
THE PST SHOULD:		
Actions	**Timeframe**	**Required Forms**
Continue to monitor student progress	3-week cycles	MARS Form A PST Plan Form B Progress Report
Re-examine data		
Refer student for testing for special education services if the interventions are not successful. PST interventions MUST run concurrently with Special Education Evaluations until eligibility is determined.		

PST's Responsibility to Elmore County Public School's Virtual Platform

Know which students enrolled at your school are also enrolled in virtual schools. Have procedures in place for acknowledgement of these students. For example, when these students are enrolled at the zone-based school, the person who is in charge of enrollment must be responsible to alert the PST chairperson so that the student can begin to be monitored as described below.

The students' virtual school teacher(s) are actively involved in the referral and engagement process. Students who are deemed non-compliant, do not respond to teacher support, or are in need of extra interventions will be referred to the PST for extra support. Students can also be referred for the following reasons:

- Failure to communicate (emails, phone calls), or attend Zoom sessions
- Failure to log attendance/maintain required attendance, or submit accurate attendance
- Failure to make sufficient progress in courses
- Failure to complete required assessments or course assignments
- Failure to complete required screenings requested by the school
- Failure to attend required Zoom Interactive Meetings
- Failure to comply or respond successfully with the RTI Plan
- Failure to complete work samples, assignments, or use appropriate interventions
-

There are three, clearly defined tiers in place for students in the PST process. A description of each tier is provided below:

- Tier 1: Students in Tier I do not need the services of the PST. School-wide prevention and programming, along with teacher support; provide the first level of service to all students and families. Teacher(s) follow appropriate communication and support protocols and may identify students who need a PST referral.
- Tier 2: Virtual teacher(s) and/or parents will share any concerns with the PST Chair at the base school. At this point, a need has been identified, and a PST referral has been made due to unresponsiveness to standard school and teacher interventions/support. The PST Chair will set up an initial meeting with virtual teacher and the regular education teacher to review the needs of the student. The PST begins supporting the student/family toward a plan of action and Intervention Plan for the student. The PST Chair at the base school will facilitate the process, monitor the plan, and provide regular, formal follow-up and review. After 30 school days (or sooner), the PST will decide if sufficient progress has been made.
- In review of the plan, the following actions may occur:
  - Excellent Progress (meets MOST of the directives of the PST)-the student is monitored for 30 school days (or sooner). If progress continues, the student is moved back to Tier 1.
  - Moderate Progress- (Meets some of the directives of the PST)-the student continues to receive Tier 2 support for up to 30 more days while being monitored.
  - No/Little progress (Meets very few of the directives of the PST)-the student is moved to Tier 3. At this point, the PST Chair should contact the parent to conference with them regarding (RtI) and possible next steps.
  - No contact-if the PST member is unsuccessful in contacting the student after 48 hours, students are automatically moved to Tier 3.

Tier 3: Students who continue to be non-compliant or are unsuccessful with implemented interventions are moved to Tier 3. At this

point, a student's educational needs are not being met and further actions are implemented unless students/families comply with the expectations of the PST member (s) set forth in the plan. After 30 days in Tier 3 (or sooner), the PST will review the case after the student has had ample time to work through the intervention plan to determine whether the student will need ongoing interventions or a referral for special education.The process for RTI requires the student to move through three tiers of intervention (for a minimum of 30 days in each tier).

- Referral/Return to School Building: All available resources and interventions have been exhausted at this point. The student/family is non-compliant, disengaged, or the student has been unsuccessful after implementing interventions. At this point, a meeting with school administration and the base school PST will be held to determine the appropriate course of action. School administration determines the course of action in compliance with school board, state, and local laws, based on the recommendation from the PST. IF the PST has determined a referral for evaluations is needed, the school psychometrist for that school will be contacted and provided a referral packet.
- In the event a student is already identified as a student with a disability receiving specialized instruction, an IEP team meeting may be called at any time during the student's virtual enrollment to modify the IEP as determined by the consensus of the team.

Appendix A: RtI/PST Forms

Section I	Parent Letter
Section II	Student Progress Report
Section III	Mars Form A
Section IV	PST Plan Form B
Section V	Intervention Strategies Form C
Section VI	Parent Letter Form D
Section VII	Vision Screening Form
Section VIII	Hearing Screening Form
Section IX	Transition to Special Education Referral
Section X	PST Folder/Binder Checklist

PARENT LETTER EXPLAINING INTERVENTION INITIATION

Date _____

Dear Parent/Guardian,

All students in Alabama schools are provided with standards-based, research-validated core academic instruction accompanied by classroom behavioral supports. A tiered system of academic and/or behavioral assistance or intervention is provided based upon identified student needs. Interventions typically include specialized, research-based teaching strategies provided within the classroom or in small-group settings. As required by the Alabama Department of Education, a problem solving team consisting of teachers, administrators, and other support personnel reviews student data regarding need for assistance; recommends the type of assistance to be provided; reviews data reflecting progress being made by students; and informs parents of this progress and of any recommendations regarding needed changes in interventions.

Elmore County Schools is using STAR 360 and CURRICULUM-BASED MEASURES to check student performance in reading and math so we can provide help to students as needed. Based on the first assessment, we have decided that your child would benefit from assistance or intervention. We will be providing this assistance daily and will be checking your child's progress weekly and quarterly. We will be sharing this information with you by sending you a progress chart with the report card and with the mid-grading period progress report.

As a school staff, we look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact your child's classroom teacher.

Sincerely,

PST Chairperson

Administrator

PROGRESS REPORT

Dear _____,

We are providing_____with extra assistance daily by using intervention strategies which target:

_____reading comprehension skills

_____word-level reading skills

_____math computation skills

_____math reasoning and problem-solving skills

_____behavior skills

_____other _____

We measure the progress being made weekly/quarterly, and the results of these progress measurements are graphed in the chart which is attached. Based on our progress measurements, we believe that, at this time, your child is:

_____making good progress and we plan to continue the intervention at this time.

_____making some progress and we plan to continue the intervention at this time.

_____making limited progress and we plan to consider changes in the intervention we are providing.

_____making insufficient progress and we are changing the intervention in an effort to assist your child achieve academic success.

As a school staff, we are pleased to have this opportunity to provide your child with this needed help. If you have any questions, please feel free to contact your child's classroom teacher.

If, at any time, you wish to request an evaluation for special education or Section 504 services, you may do so by contacting our school.

Thank you!

Monitoring At-Risk Students Form
Form A

Student Name	Current Average	Strategies Used	Problems	Strategies Feedback	New Strategies (if applicable) /Recommendations

Middle School
PST/RTI DOCUMENTATION FORM

PART I: To be completed by Classroom Teacher for referral to Grade Level PST.

Student _____   Date _____   Grade _____

Date of Birth _____   Gender ☐ Male ☐ Female

Ethnicity _____   Teacher _____   Course Name_____

Current Grade Average _____   Documentation of parental contact made (date and method):

_____

PART II: To be completed by Grade Level PST upon referral.

Other Assessment Data (STAR, Formative Assessments): _____

_____

Parent Contact (date and outcome): _____

_____ **TIER 2**

Problem Solving Team (PST)	
Examine data and evidence to determine next steps. Monitor Student progress. Tier 2 instruction is explicit, systematic, differentiated ADDITIONAL small group instruction by the classroom teacher or other personnel that can take place inside/outside the classroom. Duration: 3-week cycle after student is referred.	
Beginning Date	
Specific area(s) of difficulty	
Different Strategies	
Outcome	
Teacher Signature	
Ending Date	

Problem Solving Team (PST)	
Examine data and evidence to determine next steps. Monitor Student progress. Tier 2 instruction is explicit, systematic, differentiated ADDITIONAL small group instruction by the classroom teacher or other personnel that can take place inside/outside the classroom. Duration: 3-week cycle after student is referred.	
Beginning Date	
Specific area(s) of difficulty	
Different Strategies	
Outcome	
Teacher Signature	
Ending Date	

Parent Contact Date and Outcome:

_____

Problem Solving Team (PST)	
Re-examine data to determine next steps. Monitor student progress. Duration: 3-week cycle after PST collaboration meeting	
Beginning Date	
Different strategies suggested by PST and used by teacher in small group setting	
Outcome, including documentation	
Teacher Signature	
Ending Date	
Beginning Date	
Different strategies suggested by PST and used by teacher in small group setting	
Outcome, including documentation	
Teacher Signature	
Ending Date	

Step 3 – Problem Solving Team (PST)	
Continue to examine data to determine next steps. Monitor student progress. **Student will be placed in a Tier 3 Intervention Program.**	
Date	
Teacher Signature	
Administrator Signature	

Tier 3

Step 4 – Problem Solving Team (PST)	
Examine data to determine next steps. Monitor student progress every 4 weeks. **Tier 3 Intervention program is a systematic, sustained, intensive, regularly scheduled scientific-based one-on-one instruction in addition to the regular classroom.**	
Beginning Date	
Strategies/programs used	
Outcome	
Teacher Signature	
Administrator Signature	
Ending Date	

Parent Contact Date and outcome:

_____

_____

* Most Current Assessment Data:

Reading Score_____   Math Score _____

Date Administered: _____

Other Assessment Data:

Teach Fix-Up Strategies	Advance Organizers	After Learning Strategies – See** in Resource Section
Make A Connection Between Text, Life, Or World	Expository Advance Organizers	Graphic Organizers
Make A Prediction	Narrative Advance Organizers	Quadrant Cards
Stop And Think About What You Read	Skimming	Exit Cards
Ask Yourself A Question And Try To Answer It	Graphic Advance Organizers	Graffiti
Reflect In Writing On What You Have Read	**Before Learning Strategies- See ** in Resource Section**	Facts In Five
Visualize	Semantic Map	Gist
Retell What You Have Read	Corners	Save The Last Word For Me
Reread	Frame Of Reference	Discussion Web
Notice Patterns In Text Structure	ABC Brainstorm	Paired Summarizing
Adjust Reading Rate: Speed Up Or Slow Down	Five Word Prediction	Journal Responses
Reinforcing Effort	Snowball Fight	One-Pager
Teaching About Effort	Table Talk	1-3-6
Keeping Track Of Effort And Achievement	Pre-Reading Plan	Vocabulary Bingo
Providing Recognition	Word Splash	Frayer Model For Vocabulary
Personalizing Recognition	Quick Write	Create Character Map
Pause, Prompt And Praise	Vocabulary Knowledge Rating	Summarizing
Concrete Symbols Of Recognition	Anticipation Guide	
Homework (Must Be Monitored)	K-W-L Chart	**Fluency**
Establish And Communicate Homework Policy	Graphic Organizers	Focused Practice
Clearly Articulate Purpose And Outcome	Jigsaw	Fractured Fairy Tales
Teacher should Provide Students with Feedback	Study Guides	Choral Reading
Practice	Think Aloud Or Modeling	Reading Buddies
Charting Accuracy And Speed	Reciprocal Teaching	Repeated Readings Of A Single Text
Focus On Specific Elements Of A Complex Skill/Process	**During Learning Strategies – See ** in Resource Section**	Echo Reading
Increase Conceptual Understanding Of Skill/Process	Chunking The Text	Model and Practice Expression, Phrasing, Chunking And Speed
		Language Support
Physical Models	Read, Write, Talk	**Vocabulary**
Mental Pictures	Margin Notes, Guided Notes, E Notes	Living/Active Word Wall
Drawing Pictures And Pictographs	Marking/Coding The Text	Word Family Charts
Engage In Kinesthetic Activity	Key Words	Word Banks For Writing
Cooperative Learning	Hotrod	Draw A Word
Use Variety Of Criteria For Grouping Students	Jot Chart	Illustrate Vocabulary
Informal, Formal And Base Groups	Insert	Content Vocabulary Definition Chart
Managing Group Size	Mega Listeners	Cloze Passage
	Think-Pair-Share Or Think-Pair-Square	List-Group-Label
Setting Objectives	Magnet Summary	Context Clues
Specific But Flexible Goals	Turn And Talk	Highlight New Words
Contracts	Say Something	Word Webs
Feedback	Read Around The Text	**Comprehension**
Criterion-Referenced Feedback	3-2-1	Make Predictions
Feedback For Specific Types Of Knowledge And Skill	Text Highlighting, Text Markup	Activate Prior Knowledge
Student-Led Feedback	Partner Reading	Somebody Wanted-But So
Cues And Questions	Double Entry Diaries (What The Text Says And What I Think)	It Says, I Say
Questions That Elicit Inferences	T-Chart	Blooms Taxonomy Questioning
Higher Order Thinking Questioning	Readers' Theater	Note Taking (Teacher Prepared, Format, Combination)

Resources

	Intervention Strategies Guide	**Literacy Strategies**
Classroom Instruction That Works (Marzano, Pickering & Pollock)	(Lujan) Small Purple Flip Book	RtI Warm-up/Racing Sheets
Literacy Strategies for Grades 4-12 (Tankersley)	Comprehension Tool Kit	Master Instructional Strategies (Lujan) Large Red Flip Book
*Learning Intervention Manual (House) Hawthorne Ed. Ser. (Trovani)	I Read It, But I Don't Get It	Strategies That Work (Harvey and Goudvis)
IXL		
After School Tutoring		

Notes: This list is not all inclusive and some strategies are not applicable to all grade levels. Many other strategies may be utilized. Most strategies are designed for all content areas. Before, During, and After strategies are interchangeable.   *Hundreds of strategies can be found in this book.*

Form D-V&H

<div align="center">

Parent Letter-Vision/Hearing

</div>

Dear Parent/Guardian,

The Elmore County Public Schools believe in providing the highest quality of education for every student. To meet this goal, we are adopting a three-tiered approach to instruction. This process, known nationally as Response to Intervention (RtI) gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students.

As part of the RtI model, students will be provided additional assistance to ensure that they meet grade level expectations. In the classroom, teachers will incorporate a variety of instructional strategies within their grade- level curriculum to address student needs. Students will be monitored, and those not progressing will be provided additional support.

We are committed to helping all students succeed. Therefore, we ask for your support in implementing
this approach to meet the academic and/or behavior needs of your child. Contact will be made periodically to ensure you are aware of your child's progress.
We look forward to working with your child and are pleased to be able to provide this additional help. As always, do not hesitate to contact your child's teacher or administrator if you have questions or concerns.

Please sign and return this letter and all progress reports to your child's teacher.

Intervention(s) provided   Math_____Reading_____Behavior_____

☐ I give permission to my child's school to administer a hearing/vision screening by signing below.

_____

Administrator's Signature   Date

_____

Teacher's Signature   Date

_____

Parent's Signature   Date
(Sign and Return to Your Child's Homeroom Teacher)

Vision Screening Form

Student's Name: _____   **School Year:** _____

School: _____   **Grade:** _____

Initial Examiner: _____   **Date:** _____

Key: P = Pass   F = Fail

Screening Date:			Recheck Date:		
	FAR	**NEAR**		**FAR**	**NEAR**
Both Eyes			**Both Eyes**		
Right Eye			**Right Eye**		
Left Eye			**Left Eye**		

Examiner: _____   **Examiner:** _____

Instrument Used: _____   **Instrument Used:** _____

Remarks: **Remarks:**
____ **Within Normal Limits**   ____ **Within Normal Limits**
____ **Needs Recheck**   ____ **Needs Recheck**
____ **With Glasses**   ____ **With Glasses**
____ **Needs Referral**   ____ **Needs Referral**

Resolution of Problem:

If the child cannot be conditioned to traditional vision screening, a functional vision screener may be used.   **Date:** _____   ____ **Pass** ____ **Fail**   **Examiner:** _____

Hearing Screening Form

Student's Name: _____   **School Year:** _____

School: _____   **Grade:** _____

Initial Examiner: _____   **Date:** _____

HEARING CRITERIA: Puretone Audiometry-Tympanometry. A student fails the screening test if he/she does not respond to any one tone (frequency) at 20 db hearing level in either ear.

Key: P=Pass F=Fail

Screening Date:					Recheck Date:				
EAR	HL	Frequency HZ			EAR	HL	Frequency HZ		
		1000	2000	4000			1000	2000	4000
RE	20				RE	20			
LE	20				LE	20			

Examiner: _____   **Examiner:** _____

Instrument Used: _____   **Instrument Used:** _____

Remarks:
____ **Within Normal Limits**   ____ **Within Normal Limits**
____ **Needs Rescreen**   ____ **Needs Rescreen**
____ **Needs Referral**   ____ **Needs Referral**
Resolution of Problem:

If the child cannot be conditioned to pure-tone audiometry, an auditory response screener may be used.

Date: _____

____ **Pass** ____ **Fail**

Examiner: _____

*For behavioral evaluation, attach behavioral documentation.   *Add to Form B if referred for testing.

Student Name _____Teacher_____Grade _____

Date:

Area of Concern for Testing (circle all that apply):   Reading   Math   Behavior*

Comments and/or Referral Justification:

- See PST Plan for justification
- Parent was contacted by _____ concerning PST recommendation to refer for evaluation for special education (date) _____.
- Parent has requested special education referral *(PST must run concurrently)*

Documentation for the Special Education Referral Process

Hearing Screening: ____ Passed ____ Failed   Date: _____
Vision Screening: ____ Passed ____ Failed   Date: _____

____ Attendance
____ PST Student Intervention Plan Form B
____ Copy of Formative Assessments
____ Two or three graded work and test samples with indicated level of assistance: *Independent, Moderate, One on One.*
____ SMART GOALS Form A
____ Standardized Assessment Results (If Applicable)
____ Most Recent Report Card

Has the student repeated a grade? _____   If yes, what grade? _____

Circle any concerns in the following areas:

Attendance   Attention   Language   Behavior*   Articulation

Medical – provide documentation: _____
_____
Medication: _____
_____
Additional applicable information from other teachers: _____
_____

Teacher: _____
Intervention Teacher: _____
Student Services Facilitator: _____
Date PST folder provided to SSF: _____

PST Folder/Binder Checklist

Student Name_____ Grade _____

_____ MARS Form (Form A)

_____ Tier I Teacher Plan

_____ Tier II Grade Level Plan

_____ Tier II School-Wide PST Plan

_____ Current Grades (progress report/report card)

_____ Work Samples

_____ Formative Assessments

_____ Standardized Test Scores

_____ PBS Documentation (if applicable)

_____ Other

Appendix B: Dyslexia Forms

Section I	Dyslexia Screening Guidelines
Section II	Parent Letter Dyslexia
Section III	Dyslexia Screening Request Form
Section IV	Dyslexia Screening and Needs Assessment Profile

Elmore County PST Dyslexia Screening Guidelines

Dyslexia is defined as a learning challenge that is neurological in origin and characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

1. Every student within Elmore County K-4 schools will be given the STAR Early Literacy or STAR Reading Universal Screener. *(NOTE: Kindergarten students will not be considered for additional dyslexia screening until mid-year of Kindergarten.)*
2. Every student entering Elmore County in grades 5-8 will be given the STAR Reading Universal Screener.
3. Teachers will review their Summary Report/Screener Reports to identify students whose performance was at or below the 10 percentile.
4. After identifying these students, the teacher or other designated person within the school will administer a separate dyslexia screener tool. This tool will allow personnel to see if student(s) might benefit from multi- sensory interventions. IT IS IN NO WAY A DIAGNOSIS OF DYSLEXIA.
5. Students entering Elmore County in grades 9-12 that demonstrate dyslexic tendencies by a teacher or other designated person within the school will be administered a separate dyslexia screener tool. This tool will allow personnel to see if student(s) might benefit from multi-sensory interventions. IT IS IN NO WAY A DIAGNOSIS OF DYSLEXIA.
6. If students' screeners show dyslexia tendencies, then the student will be started in PST and multi-sensory interventions will be used. Normal PST guidelines will be followed.

Dyslexia-Specific Screener Tools

Lexercise Online Assessment – Z Screener (FREE)
 • http://www.lexercise.com/tests/dyslexia-test
 • Criterion-referenced with benchmark expectations
Diagnostic Spelling Test – Spell to Read and Write (free download)
 • www.bhibooks.net/f/Spelling_Diagnostic_Test_1.pdf
 • Criterion-referenced
ReadWorks http://www.readworks.org/
 • Provides research-based, leveled non-fiction and literary passages directly to educators. • Uses lexiles to determine reading levels

Dyslexia Challenges to Look for in Specific Grades

Grades 5-8	Grades 9-12
• Weak decoding skills; slowness in figuring out multisyllabic words.	• Poor spelling.
• Poor sight word vocabulary.	• Poor written composition.
• Difficulty in learning spelling strategies such as root words, affixes, spelling patterns.	• Avoidance of reading or writing assignments.
• Poor oral reading; lack of fluency.	• Incorrect reading of information.
• Difficulty with word problems in math.	• Trouble with summarizing.
• Problems recalling facts.	• Poor memory skills.
• Good oral self-expression, but not in writing.	• Slow work speed.
	• Problems with organizing work and managing assignments.
	• Difficulty with performing in classes that have reading and writing demands.
	• Difficulty in learning a foreign language.

Information provided in this document was taken from the Alabama Dyslexia Resource Guide published by the State of Alabama, version September 1, 2015. Additional resources, interventions, screeners, etc. can be found in this publication.

Parent Letter-Dyslexia

Dear Parent/Guardian,

The Elmore County Public Schools believe in providing the highest quality of education for every student. To meet this goal, we are adopting a three-tiered approach to instruction. This process, known nationally as Response to Intervention (RtI) gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students.

As part of the RtI model, students will be provided additional assistance to ensure that they meet grade level expectations. In the classroom, teachers will incorporate a variety of instructional strategies within their grade- level curriculum to address student needs. Students will be monitored, and those not progressing will be provided additional support.

We are committed to helping all students succeed. Therefore, we ask for your support in implementing this approach to meet the academic and/or behavior needs of your child. Contact will be made periodically to ensure you are aware of your child's progress.
We look forward to working with your child and are pleased to be able to provide this additional help. As always, do not hesitate to contact your child's teacher or administrator if you have questions or concerns.

Please sign and return this letter and all progress reports to your child's teacher.

Intervention(s) provided   Math_____Reading_____Behavior_____

☐ I give permission to my child's school to administer a dyslexia screening by signing below.

_____
Administrator's Signature   **Date**

_____
Teacher's Signature   **Date**

_____
Parent's Signature   **Date**

(Sign and Return to Your Child's Homeroom Teacher)

Cc: Mrs. Ayena Jackson, Director of Middle School Education

DYSLEXIA SCREENING REQUEST FORM

STEP I: To be completed by Classroom Teacher for referral to PST team.

Referring Teacher: _____   **Referral Date:** _____
Student: _____   **Date of Birth:** _____
Grade: _____   **School:** _____

Reasons for Referral:

_____

_____

Participants in Team Meeting:

_____

_____

Date of Meeting with PST Chair: _____
Date of Initial Parent Meeting/Parent Contact: _____

Required Signatures:

Referring Teacher	
Homeroom Teacher	
PST Chair	
School Administrator	
District PST Chair	
Student	
Parent	
PST Member	
PST Member	
PST Member	
PST Member	
PST Member	
PST Member	
PST Member	
Other:	

Meeting Notes:

_____

_____

_____

_____

DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE FORM GRADES 5 - 8

STEP II: To be completed by PST.

Referring Teacher: _____   **Referral Date:** _____
Student: _____   Date of Birth: _____
Grade: _____   School: _____

Reasons for Referral:

_____
_____

Participants in Team Meeting:

_____
_____

Date of Meeting with PST Chair: _____
Date of Initial Parent Meeting/Parent Contact: _____

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile < 10 or >1 grade level below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS >90 or Percentile >25 or On grade level or Benchmark)
	Phonemic Decoding			
Lexercise	Sight Words			
Diagnostic Spelling Test- Spell to Read and Write	Written Spelling			
Grade Level Reading Passage- Readworks Passage	Reading			

Evidence Based Dyslexia Specific Plan:
If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate

Evidence-Based Dyslexia-Specific Intervention

Dyslexia-Specific Intervention Plan Person Responsible:	Name of Intervention	Level	Schedule	Group Size

Accommodations	Assistive Technology	Dyslexia-Specific Classroom Strategies
(Name/describe app, extension, or software needed)		
Text to Speech		
Speech to Text		

PST

REFERRAL

FORMS

DOCUMENTATION OF APPROPRIATE INSTRUCTION:

STUDENT'S NAME _____   DATE: _____

CHECK ALL ITEMS THAT APPLY TO THESTUDENT:

_____ The student has participated in a reading intervention program.

_____ The student has participated in a math intervention program.

_____ The student has participated in a drop-out intervention program.

_____ The student has received standards-based instruction by a highly qualified teacher.

_____ The student's data has been reviewed and appropriate instructional strategies have been implemented in the
       classroom based on the student's needs.

_____Other

PRONG 1:
Data is available to support the documentation that the child was provided appropriate instruction in regular education settings and that instruction was delivered by qualified personnel.
DELIVERY OF INSTRUCTION: The following instructional strategies and programs have been provided in the general education setting to ensure that appropriate instruction was provided prior to the student being evaluated. The student was provided appropriate instruction in regular class settings delivered by qualified personnel. Based on Robert Marzano's Elements of Effective Instruction, the student has participated in scientifically research-based A+ College Ready strategies which may also include small group and tutorial instruction. Student data was reviewed, and appropriate instructional strategies have been implemented in the classroom based on student needs.

PRONG 2:
Data supports that data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction were given and results were provided to the parents.

RESPONSE TO INSTRUCTION/INTERVENTION AND PARENTAL NOTIFICATION OF THAT PROGRESS: The following baseline data and benchmark evaluations are provided in the general education curriculum to ensure that the Appropriate Instruction is provided in the general curriculum prior to the student being evaluated for special education. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to parents. This data was provided through periodic progress reports (STAR Reports) and graded work samples.

Data Summary:
STAR 360: Date given: _____ Score: _____ Date given: _____ Score: _____ Date given: _____
Score: _____
Classroom Assessments Math: Date given: _____ Score: _____ Date given: _____ Score: _____
Classroom Assessments Reading: Date given: _____ Score: _____ Date given: _____ Score: _____

AT REEVALUATION: Data supports the documentation that instruction was delivered by qualified personnel.

Name of person completing this form: _____

Completed by the IEP Team:_____

WORK SAMPLE ANALYSIS

Name_____**Grade**_____**Date** _____
School_____**Teacher** _____

You must provide TWO READING SAMPLES, TWO MATH SAMPLES, and ONE WRITING SAMPLE.

Completeness of work:
□ Work is always complete   □ Work is less than 50% complete   □ Other _____
□ Work is 50% complete   □ Work is never complete

Effort displayed:
□ Student tries very hard   □ Student tries on work he/she likes   □ Other _____
□ Little or no effort   □ Student tries but gives up easily

For each work sample provided, provide analysis using the guide below:
READING:
1st Sample: This sample demonstrates (check the following that apply)
_____lack of understanding of phonics_____lack of reading comprehension
_____lack of skills pertaining to any of the following:
         _____context clues_____use of prior knowledge or_____inference
_____lack of vocabulary knowledge_____lack of fluency and automaticity
_____lack of attention and focus

2nd Sample: This sample demonstrates (check the following that apply)
_____lack of understanding of phonics_____lack of reading comprehension
_____lack of skills pertaining to any of the following:
         _____context clues_____use of prior knowledge or_____inference
_____lack of vocabulary knowledge_____lack of fluency and automaticity
_____lack of attention and focus

MATH:
1st Sample: This sample demonstrates (check the following that apply)
_____lack of understanding of concepts as evidenced by   _____choice of incorrect processes
_____lack of skills pertaining to any of the following:
         _____reading comprehension (of word problems)_____calculation or_____math fluency
_____lack of math vocabulary knowledge
_____lack of attention and focus

2nd Sample: This sample demonstrates (check the following that apply)
_____lack of understanding of concepts as evidenced by   _____choice of incorrect processes
_____lack of skills pertaining to any of the following:
         _____reading comprehension (of word problems)_____calculation or_____math fluency
_____lack of math vocabulary knowledge
_____lack of attention and focus

WRITING:
Sample: This sample demonstrates (check the following that apply)
_____lack of skills pertaining to any of the following:
         _____grammar_____mechanics or_____syntax_____reading skills
_____lack of math vocabulary knowledge
_____lack of attention and focus

*PLEASE ATTACH REPRESENTATIVE WORK SAMPLES

ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC CONCERNS

Name _____ Grade _____ Date _____

School _____

Name of Person Completing
Form _____

Position of Person Completing
Form _____

Use this checklist:

(1) To determine factors impacting a student's learning and therefore excluding him/her from being identified as a student with a disability.

(2) To determine whether or not a student needs to be administered a non-traditional intelligence test if there is environmental, language, cultural, and/or economic concerns checked.

(3) To consider if there has been a lack of appropriate instruction in reading and/or math

Check each that applies to students.

[ ] Limited experiential background

[ ] Irregular attendance (for reasons other than verified personal illness)

[ ] Transiency in school years

[ ] Home responsibilities interfering with learning activities

[ ] Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).

[ ] Nonstandard English constituting a barrier to learning (only a foreign language or nonstandard English spoken at home, the language of the home exhibits strong dialectal differences)

[ ] Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).

[ ] Limited cultural experiences (student does not participate in community activities).

[ ] The student receives other services such as Title I, Migrant, 504, ESL, etc.

[ ] Limited participation in supplemental organized learning opportunities, e.g., preschool,

Head Start, after school programs

[ ] NONE OF THE ABOVE APPLY.